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## ABSTRACT

This guidebook presents important reference information for guidance and counseling professionals in Oklahoma as they work to strengthen the career guidance components in a comprehensive developmental guidance program in the public schools, K through 12. The purpose of the guide is to provide a convenient way for users to relate "Building Skills for Tomorrow: A Developmental Guidance Model," and the National Career Development Guidelines. The guide is divided into sections on learning competencies, personal/social competencies, and career/vocational competencies for each of three grade levels: elementary, middle/junior high, and high school. For each section, state competencies outlined in the "Oklahoma Guidance Model: Building Skills for Tomorrow" are shown in boxes. Listed under the state competencies are the National Career Development Guidelines competencies and indicators that relate to and support the state competencies. It is hoped that the guidebook will provide a convenient reference to illustrate the relationship between the competencies of the two models and that, together, the two models will provide the framework to develop a truly excellent comprehensive developmental guidance and counseling program. (NB)

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A

Book

**Building Skills for Tomorrow:  
A Developmental Guidance Model**  
Oklahoma State Department of  
Education

**The National Career  
Development Guidelines**  
National Occupational Information  
Coordinating Committee

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**A Guidebook  
to**

**Building Skills for Tomorrow:  
A Developmental Guidance Model**  
Oklahoma State Department of Education

**and**

**The National Career  
Development Guidelines**  
National Occupational Information  
Coordinating Committee

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## FOREWORD

This guidebook to *Building Skills for Tomorrow* and the National Career Development Guidelines presents important reference information for guidance and counseling professionals in Oklahoma schools as you work to strengthen the career guidance components in a comprehensive developmental guidance program.

The Guidance Division of the Oklahoma Department of Vocational and Technical Education compiled this document with the assistance of Karen Meek, administrator, Guidance and Counseling Section, State Department of Education, and Curtis Shumaker, executive director, Oklahoma State Occupational Information Coordinating Committee (SOICC).

The work of Gloria Koch, Art Department, was instrumental in typesetting this document for publication.

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## INTRODUCTION

The purpose of this guide is to provide a convenient way for the user to relate *Building Skills for Tomorrow: A Developmental Guidance Model* and the National Career Development Guidelines.

*Building Skills for Tomorrow* was developed in 1988 by the Oklahoma State Department of Education, Guidance and Counseling Section. It was written as a guide for schools to develop a comprehensive guidance and counseling program in the public schools for grades K-12. This model for Oklahoma guidance and counseling introduces competencies in the areas of learning, personal social, and career/vocational for all students. The emphasis is on a comprehensive guidance program which addresses these three components in equal measure.

The National Career Development Guidelines were developed by the National Occupational Information Coordinating Committee (NOICC) in 1990 through a series of grants. These grants allowed for the development and field testing of these guidelines in pilot sites across 10 states.

Oklahoma participated as a pilot state with the Moore Public Schools implementing the elementary and middle school competencies and Canadian Valley Area Vocational-Technical School implementing the high school and adult competencies.

The National Career Development Guidelines were developed to assist the process of creating a national awareness that certain competencies are required of students to be prepared for the world of work in the twenty-first century. The National Guidelines are intended to be used to strengthen existing guidance programs, not to replace them.

The National Guidelines introduce career guidance competencies in the areas of self-knowledge, educational and occupational exploration, and career planning.

This guidebook will allow the user to immediately see the relationship between the Oklahoma model and the National Career Development Guidelines competencies.

The National Career Development Guidelines will serve to enhance *Building Skills for Tomorrow* by providing more detail in the area of career development. This guide also illustrates that a career development guidance program should not exist as a separate entity with the other elements of the guidance program. It is appropriate that career competencies can also meet the competencies in the area of learning and personal social development.

The *Building Skills for Tomorrow* competencies are listed in the boxes in the guide. The National Career Development Guidelines competencies are listed beneath the state model competencies.

It is hoped that this guidebook will provide a convenient reference to illustrate the relationship between the competencies of the two models. Together, these two excellent models should provide the framework to develop a truly excellent comprehensive developmental guidance and counseling program.

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## **ELEMENTARY STUDENT LEARNING COMPETENCIES**

### **Elementary School Student**

Competencies shown in the box are state competencies outlined in the *Oklahoma Guidance Model: Building Skills for Tomorrow*. Listed under the state competencies are the National Career Development Guidelines competencies and indicators that relate to and support the state competencies.

**Understand the school environment and what is expected of students.**

#### **COMPETENCY II: Skills to interact with others.**

- Identify how people are unique.
- Demonstrate effective skills for interacting with others.
- Demonstrate skills in resolving conflicts with peers and adults.
- Demonstrate group membership skills.
- Identify sources and effects of peer pressure.
- Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
- Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

#### **COMPETENCY III: Awareness of the importance of growth and change.**

- Identify personal feelings.
- Identify ways to express feelings.
- Describe causes of stress.
- Identify and select appropriate behaviors to deal with specific emotional situations.
- Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
- Demonstrate knowledge of good health habits.

**Develop decision-making skills.**

#### **COMPETENCY IX: Understanding how to make decisions.**

- Describe how choices are made.
- Describe what can be learned from making mistakes.
- Identify and assess problems that interfere with attaining goals.
- Identify strategies used in solving problems.
- Identify alternatives in decision-making situations.
- Describe how personal beliefs and attitudes affect decision-making.
- Describe how decisions affect self and others.

**Encourage responsible and independent behavior.**

#### **COMPETENCY I: Knowledge of the importance of self-concept.**

- Describe positive characteristics about self as seen by self and others.
- Identify how behaviors affect school and family situations.
- Describe how behavior influences the feelings and actions of others.
- Demonstrate a positive attitude about self.
- Identify personal interests, abilities, strengths, and weaknesses.
- Describe ways to meet personal needs through work.

#### **COMPETENCY VII: Awareness of the importance of personal responsibility and good work habits.**

- Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.
- Demonstrate positive ways of performing working activities.
- Describe the importance of cooperation among workers to accomplish a task.
- Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender).

**Understand relationship of ability, effort, and the quality of school achievement.**

#### **COMPETENCY V: Awareness of the relationship between work and learning.**

- Identify different types of work, both paid and unpaid.
- Describe the importance of preparing for occupations.
- Demonstrate effective study and information-seeking habits.
- Demonstrate an understanding of the importance of practice, effort, and learning.
- Describe how current learning relates to work.
- Describe how one's role as a student is like that of an adult worker.

**Assess learning needs and where to seek help.**

**COMPETENCY IV: Awareness of the benefits of educational achievement.**

- Describe how academic skills can be used in the home and community.
- Identify personal strengths and weaknesses in subject areas.
- Identify academic skills needed in several occupational groups.
- Describe relationships among ability, effort, and achievement.
- Implement a plan of action for improving academic skills.
- Describe school tasks that are similar to skills essential for job success.
- Describe how the amount of education needed for different occupational levels varies.

**Understand the process of setting meaningful school achievement goals.**

**COMPETENCY IV: Awareness of the benefits of educational achievement.**

- Describe how academic skills can be used in the home and community.
- Identify personal strengths and weaknesses in subject areas.
- Identify academic skills needed in several occupational groups.
- Describe relationships among ability, effort, and achievement.
- Implement a plan of action for improving academic skills.
- Describe school tasks that are similar to skills essential for job success.
- Describe how the amount of education needed for different occupational levels varies.

**Develop good study habits.**

**COMPETENCY VII: Awareness of the importance of personal responsibility and good work habits.**

- Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.
- Demonstrate positive ways of performing working activities.
- Describe the importance of cooperation among workers to accomplish a task.
- Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender).

## **ELEMENTARY PERSONAL/SOCIAL COMPETENCIES**

### **Elementary School Student**

Competencies shown in the box are state competencies outlined in the *Oklahoma Guidance Model: Building Skills for Tomorrow*. Listed under the state competencies are the National Career Development Guidelines competencies and indicators that relate to and support the state competencies.

**Exhibit positive attitudes toward school, family, and self.**

#### **COMPETENCY II: Skills to interact with others.**

- Identify how people are unique.
- Demonstrate effective skills for interacting with others.
- Demonstrate skills in resolving conflicts with peers and adults.
- Demonstrate group membership skills.
- Identify sources and effects of peer pressure.
- Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
- Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

**Exhibit respect for individual freedoms and rights of self and others.**

#### **COMPETENCY I: Knowledge of the importance of self-concept.**

- Describe positive characteristics about self as seen by self and others.
- Identify how behaviors affect school and family situations.
- Describe how behavior influences the feelings and actions of others.
- Demonstrate a positive attitude about self.
- Identify personal interests, abilities, strengths, and weaknesses.
- Describe ways to meet personal needs through work.

#### **COMPETENCY II: Skills to interact with others.**

- Identify how people are unique.
- Demonstrate effective skills for interacting with others.
- Demonstrate skills in resolving conflicts with peers and adults.
- Demonstrate group membership skills.
- Identify sources and effects of peer pressure.
- Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
- Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

**Understand the consequences of actions for self and others.**

#### **COMPETENCY I: Knowledge of the importance of self-concept.**

- Describe positive characteristics about self as seen by self and others.
- Identify how behaviors affect school and family situations.
- Describe how behavior influences the feelings and actions of others.
- Demonstrate a positive attitude about self.
- Identify personal interests, abilities, strengths, and weaknesses.
- Describe ways to meet personal needs through work.

#### **COMPETENCY II: Skills to interact with others.**

- Identify how people are unique.
- Demonstrate effective skills for interacting with others.
- Demonstrate skills in resolving conflicts with peers and adults.
- Demonstrate group membership skills.
- Identify sources and effects of peer pressure.
- Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
- Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

#### **COMPETENCY IX: Understanding how to make decisions.**

- Describe how choices are made.
- Describe what can be learned from making mistakes.
- Identify and assess problems that interfere with attaining goals.
- Identify strategies used in solving problems.
- Identify alternatives in decision-making situations.
- Describe how personal beliefs and attitudes affect decision making.
- Describe how decisions affect self and others.

**Be aware of one's own emotional, physical, and intellectual development.**

**COMPETENCY III: Awareness of the importance of growth and change.**

- Identify personal feelings.
- Identify ways to express feelings.
- Describe causes of stress.
- Identify and select appropriate behaviors to deal with specific emotional situations.
- Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
- Demonstrate knowledge of good health habits.

**Understand the influence that physical, emotional, and intellectual behaviors have to one another.**

**COMPETENCY I: Knowledge of the importance of self-concept.**

- Describe positive characteristics about self as seen by self and others.
- Identify how behaviors affect school and family situations.
- Describe how behavior influences the feelings and actions of others.
- Demonstrate a positive attitude about self.
- Identify personal interests, abilities, strengths, and weaknesses.
- Describe ways to meet personal needs through work.

**COMPETENCY II: Skills to interact with others.**

- Identify how people are unique.
- Demonstrate effective skills for interacting with others.
- Demonstrate skills in resolving conflicts with peers and adults.
- Demonstrate group membership skills.
- Identify sources and effects of peer pressure.
- Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
- Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

**Learn to communicate with peers and adults in various home, school, and community settings.**

**COMPETENCY II: Skills to interact with others.**

- Identify how people are unique.
- Demonstrate effective skills for interacting with others.
- Demonstrate skills in resolving conflicts with peers and adults.
- Demonstrate group membership skills.

- Identify sources and effects of peer pressure.
- Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
- Demonstrate awareness of different cultures, lifestyles, and abilities.

**Exhibit conflict-resolution skills with adults and peers.**

**COMPETENCY III: Awareness of the importance of growth and change.**

- Identify personal feelings.
- Identify ways to express feelings.
- Describe causes of stress.
- Identify and select appropriate behaviors to deal with specific emotional situations.
- Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
- Demonstrate knowledge of good health habits.

**Understand the concept of ongoing change in school, home, and community lives.**

**COMPETENCY III: Awareness of the importance of growth and change.**

- Identify personal feelings.
- Identify ways to express feelings.
- Describe causes of stress.
- Identify and select appropriate behaviors to deal with specific emotional situations.
- Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
- Demonstrate knowledge of good health habits.

**Understand and respect differences among people's cultures, lifestyles, attitudes, and abilities.**

**COMPETENCY II: Skills to interact with others.**

- Identify how people are unique.
- Demonstrate effective skills for interacting with others.
- Demonstrate skills in resolving conflicts with peers and adults.
- Demonstrate group membership skills.
- Identify sources and effects of peer pressure.
- Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
- Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

**Be aware of contemporary social problems.**

- No competencies identified.

## **ELEMENTARY CAREER/VOCATIONAL COMPETENCIES**

### **Elementary School Student**

Competencies shown in the box are state competencies outlined in the *Oklahoma Guidance Model: Building Skills for Tomorrow*. Listed under the state competencies are the National Career Development Guidelines competencies and indicators that relate to and support the state competencies.

#### **Become aware of the world of work.**

##### **COMPETENCY V: Awareness of the relationship between work and learning.**

- Identify different types of work, both paid and unpaid.
- Describe the importance of preparing for occupations.
- Demonstrate effective study and information-seeking habits.
- Demonstrate an understanding of the importance of practice, effort, and learning.
- Describe how current learning relates to work.
- Describe how one's role as a student is like that of an adult worker.

##### **COMPETENCY VI: Skills to understand and use career information.**

- Describe work of family members, school personnel, and community workers.
- Identify occupations according to data, people, and things.
- Identify work activities of interest to the student.
- Describe the relationship of beliefs, attitudes, interests, and abilities to occupations.
- Describe jobs that are present in the local community.
- Describe way in which self-employment differs from working for others.
- Identify the working conditions of occupations (e.g., inside/outside, hazardous).
- Describe way in which self-employment differs from working for others.
- Describe how parents, relatives, adult friends, and neighbors can provide career information.

#### **Understand what it means to work and how school work relates to future plans.**

##### **COMPETENCY IV: Awareness of the benefits of educational achievement.**

- Describe how academic skills can be used in the home and community.
- Identify personal strengths and weaknesses in subject areas.

- Identify academic skills needed in several occupational groups.
- Describe relationships among ability, effort, and achievement.
- Implement a plan of action for improving academic skills.
- Describe school tasks that are similar to skills essential for job success.
- Describe how the amount of education needed for different occupational levels varies.

##### **COMPETENCY V: Awareness of the relationship between work and learning.**

- Identify different types of work, both paid and unpaid.
- Describe the importance of preparing for occupations.
- Demonstrate effective study and information-seeking habits.
- Demonstrate an understanding of the importance of practice, effort, and learning.
- Describe how current learning relates to work.
- Describe how one's role as a student is like that of an adult worker.

##### **COMPETENCY VII: Awareness of the importance of personal responsibility and good work habits.**

- Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.
- Demonstrate positive ways of performing working activities.
- Describe the importance of cooperation among workers to accomplish a task.
- Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender).

##### **COMPETENCY VIII: Awareness of how work relates to the needs and functions of society.**

- Describe how work can satisfy personal needs.
- Describe the products and services of local employers.
- Describe ways in which work can help overcome social and economic problems.

**Become aware of personal interests and preferences.**

**COMPETENCY I: Knowledge of the importance of self-concept.**

- Describe positive characteristics about self as seen by self and others.
- Identify how behaviors affect school and family situations.
- Describe how behavior influences the feelings and actions of others.
- Demonstrate a positive attitude about self.
- Identify personal interests, abilities, strengths, and weaknesses.
- Describe ways to meet personal needs through work.

**Learn to cooperate and coexist with others in work and play.**

**COMPETENCY II: Skills to interact with others.**

- Identify how people are unique.
- Demonstrate effective skills for interacting with others.
- Demonstrate skills in resolving conflicts with peers and adults.
- Demonstrate group membership skills.
- Identify sources and effects of peer pressure.
- Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
- Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

**Acquire knowledge about different occupations and changing male/female roles.**

**COMPETENCY XI: Awareness of different occupations and changing male/female roles.**

- Describe how work is important to all people.
- Describe the changing life roles of men and women in work and family.
- Describe how contributions of individuals both inside and outside the home are important.

**Become aware of oneself in relation to new experiences.**

**COMPETENCY I: Knowledge of the importance of self-concept.**

- Describe positive characteristics about self as seen by self and others.
- Identify how behaviors affect school and family situations.

- Describe how behavior influences the feelings and actions of others.
- Demonstrate a positive attitude about self.
- Identify personal interests, abilities, strengths, and weaknesses.
- Describe ways to meet personal needs through work.

**COMPETENCY III: Awareness of the importance of growth and change.**

- Identify personal feelings.
- Identify ways to express feelings.
- Describe causes of stress.
- Identify and select appropriate behaviors to deal with specific emotional situations.
- Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
- Demonstrate knowledge of good health habits.

**COMPETENCY IX: Understanding how to make decisions.**

- Describe how choices are made.
- Describe what can be learned from making mistakes.
- Identify and assess problems that interfere with attaining goals.
- Identify strategies used in solving problems.
- Identify alternatives in decision-making situations.
- Describe how personal beliefs and attitudes affect decision making.
- Describe how decisions affect self and others.

## **MIDDLE/JUNIOR HIGH LEARNING COMPETENCIES**

### **Middle/Junior High School Student**

Competencies shown in the box are state competencies outlined in the *Oklahoma Guidance Model: Building Skills for Tomorrow*. Listed under the state competencies are the National Career Development Guidelines competencies and indicators that relate to and support the state competencies.

#### **Adjust to a new school.**

#### **COMPETENCY I: Knowledge of the influence of a positive self-concept.**

- Describe personal likes and dislikes.
- Describe individual skills required to fulfill different life roles.
- Describe how one's behavior influences the feelings and actions of others.
- Identify environmental influences on attitudes, behaviors, and aptitudes.

#### **COMPETENCY III: Knowledge of the importance of growth and change.**

- Identify feelings associated with significant experiences.
- Identify internal and external sources of stress.
- Demonstrate ways of responding to others when under stress.
- Describe changes that occur in the physical, psychological, social, and emotional development of an individual.
- Describe physiological and psychological factors as they relate to career development.
- Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

#### **Develop good study and test-taking skills.**

#### **COMPETENCY V: Understanding the relationship between work and learning.**

- Demonstrate effective learning habits and skills.
- Demonstrate an understanding of the importance of personal skills and attitudes to job success.
- Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations.

#### **Develop a sense of the future and how to move toward it.**

#### **COMPETENCY III: Knowledge of the importance of growth and change.**

- Identify feelings associated with significant experiences.

- Identify internal and external sources of stress.
- Demonstrate ways of responding to others when under stress.
- Describe changes that occur in the physical, psychological, social, and emotional development of an individual.
- Describe physiological and psychological factors as they relate to career development.
- Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

#### **COMPETENCY XII: Understanding the process of career planning.**

- Demonstrate knowledge of exploratory processes and programs.
- Identify school courses that meet tentative career goals.
- Demonstrate knowledge of academic and vocational programs offered at the high school level.
- Describe skills needed in a variety of occupations, including self-employment.
- Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.
- Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.

#### **Understand personal responsibilities.**

#### **COMPETENCY V: Understanding the relationship between work and learning.**

- Demonstrate effective learning habits and skills.
- Demonstrate an understanding of the importance of personal skills and attitudes to job success.
- Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations.

|                                                              |
|--------------------------------------------------------------|
| <b>Exhibit problem-solving and critical thinking skills.</b> |
|--------------------------------------------------------------|

**COMPETENCY IX: Skills to make decisions.**

- Describe personal beliefs and attitudes.
- Describe how career development is a continuous process with series of choices.
- Identify possible outcomes of decisions.
- Describe school courses related to personal, educational, and occupational interests.
- Describe how the expectations of others affect career planning.
- Identify ways in which decisions about education and work relate to other major life decisions.
- Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.
- Identify the requirements for secondary and postsecondary programs.

## **MIDDLE/JUNIOR HIGH PERSONAL/SOCIAL COMPETENCIES**

### **Middle/Junior High School Student**

Competencies shown in the box are state competencies outlined in the *Oklahoma Guidance Model: Building Skills for Tomorrow*. Listed under the state competencies are the National Career Development Guidelines competencies and indicators that relate to and support the state competencies.

#### **Understand physical, emotional, and intellectual growth and development.**

##### **COMPETENCY III: Knowledge of the importance of growth and change.**

- Identify feelings associated with significant experiences.
- Identify internal and external sources of stress.
- Demonstrate ways of responding to others when under stress.
- Describe changes that occur in the physical, psychological, social, and emotional development of an individual.
- Describe physiological and psychological factors as they relate to career development.
- Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

#### **Develop self and social self-concept.**

##### **COMPETENCY I: Knowledge of the influence of a positive self-concept.**

- Describe personal likes and dislikes.
- Describe individual skills required to fulfill different life roles.
- Describe how one's behavior influences the feelings and actions of others.
- Identify environmental influences on attitudes, behaviors, and aptitudes.

##### **COMPETENCY II: Skills to interact with others.**

- Demonstrate respect for the feelings and beliefs of others.
- Demonstrate an appreciation for the similarities and differences among people.
- Demonstrate tolerance and flexibility in interpersonal and group situations.
- Demonstrate skills in responding to criticism.
- Demonstrate effective group membership skills.
- Demonstrate effective social skills.
- Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

#### **Understand and develop peer relationships.**

##### **COMPETENCY II: Skills to interact with others.**

- Demonstrate respect for the feelings and beliefs of others.
- Demonstrate an appreciation for the similarities and differences among people.
- Demonstrate tolerance and flexibility in interpersonal and group situations.
- Demonstrate skills in responding to criticism.
- Demonstrate effective group membership skills.
- Demonstrate effective social skills.
- Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

#### **Exhibit positive attitude toward school, family, and self.**

##### **COMPETENCY I: Knowledge of the influence of a positive self-concept.**

- Describe personal likes and dislikes.
- Describe individual skills required to fulfill different life roles.
- Describe how one's behavior influences the feelings and actions of others.
- Identify environmental influences on attitudes, behaviors, and aptitudes.

##### **COMPETENCY V: Understanding the relationship between work and learning.**

- Demonstrate effective learning habits and skills.
- Demonstrate an understanding of the importance of personal skills and attitudes to job success.
- Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations.

##### **COMPETENCY X: Knowledge of the interrelationship of life roles.**

- Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.
- Identify how work roles at home satisfy needs of the family.

- Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.
- Identify personal leisure choices in relation to lifestyle and the attainment of future goals.
- Describe advantages and disadvantages of various life role options.
- Describe the interrelationships between family, occupational, and leisure decisions.

**Learn to communicate with parents.**

**COMPETENCY X: Knowledge of the interrelationship of life roles.**

- Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.
- Identify how work roles at home satisfy needs of the family.
- Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.
- Identify personal leisure choices in relation to lifestyle and the attainment of future goals.
- Describe advantages and disadvantages of various life role options.
- Describe the interrelationships between family, occupational, and leisure decisions.

**Learn to manage life's pressures, challenges, defeats, and successes.**

**COMPETENCY III: Knowledge of the importance of growth and change.**

- Identify feelings associated with significant experiences.
- Identify internal and external sources of stress.
- Demonstrate ways of responding to others when under stress.
- Describe changes that occur in the physical, psychological, social, and emotional development of an individual.
- Describe physiological and psychological factors as they relate to career development.
- Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

**Learn to deal with ongoing changes in personal and academic life.**

**COMPETENCY III: Knowledge of the importance of growth and change.**

- Identify feelings associated with significant experiences.
- Identify internal and external sources of stress.
- Demonstrate ways of responding to others when under stress.
- Describe changes that occur in the physical, psychological, social, and emotional development of an individual.
- Describe physiological and psychological factors as they relate to career development.
- Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

**Be aware of contemporary social problems.**

**COMPETENCY III: Knowledge of the importance of growth and change.**

- Identify feelings associated with significant experiences.
- Identify internal and external sources of stress.
- Demonstrate ways of responding to others when under stress.
- Describe changes that occur in the physical, psychological, social, and emotional development of an individual.
- Describe physiological and psychological factors as they relate to career development.
- Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

## **MIDDLE/JUNIOR HIGH CAREER/VOCATIONAL COMPETENCIES**

### **Middle/Junior High School Student**

Competencies shown in the box are state competencies that are outlined in the *Oklahoma Guidance Model: Building Skills for Tomorrow*. Listed under the state competencies are the National Career Development Guidelines competencies and indicators that relate to and support the state competencies.

#### **Recognize abilities and skills required for broad career clusters.**

##### **COMPETENCY IV: Awareness of the benefits of educational achievement.**

- Describe how academic skills can be used in the home and community.
- Identify personal strengths and weaknesses in subject areas.
- Identify academic skills needed in several occupational groups.
- Describe relationships among ability, effort, and achievement.
- Implement a plan of action for improving academic skills.
- Describe school tasks that are similar to skills essential for job success.
- Describe how the amount of education needed for different occupational levels varies.

##### **COMPETENCY VI: Skills to locate, understand, and use career information.**

- Identify various ways that occupations can be classified.
- Identify a number of occupational groups for exploration.
- Demonstrate skills in using school and community resources to learn about occupational groups.
- Identify sources to obtain information about occupational groups including self-employment.
- Identify skills that are transferable from one occupation to another.
- Identify sources of employment in the community.

#### **Become informed about alternative educational and vocational choices and preparation for them.**

##### **COMPETENCY IV: Knowledge of the benefits of educational achievement to career opportunities.**

- Describe the importance of academic and occupational skills in the work world.
- Identify how the skills taught in school subjects are used in various occupations.

- Describe individual strengths and weaknesses in school subjects.
- Describe a plan of action for increasing basic educational skills.
- Describe the skills needed to adjust to changing occupational requirements.
- Describe how continued learning enhances the ability to achieve goals.
- Describe how skills relate to the selection of high school courses of study.
- Describe how aptitudes and abilities relate to broad occupational groups.

##### **COMPETENCY XII: Understanding the process of career planning.**

- Demonstrate knowledge of exploratory processes and programs.
- Identify school courses that meet tentative career goals.
- Demonstrate knowledge of academic and vocational programs offered at the high school level.
- Describe skills needed in a variety of occupations, including self-employment.
- Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.
- Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.

##### **COMPETENCY IX: Skills to make decisions.**

- Describe personal beliefs and attitudes.
- Describe how career development is a continuous process with series of choices.
- Identify possible outcomes of decisions.
- Describe school courses related to personal, educational, and occupational interests.
- Describe how the expectations of others affect career planning.
- Identify ways in which decisions and education and work relate to other major life decisions.

- Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.
- Identify the requirements for secondary and postsecondary programs.

**Explore and assess personal interests and aptitudes.**

**COMPETENCY I: Knowledge of the influence of a positive self-concept.**

- Describe personal likes and dislikes.
- Describe individual skills required to fulfill different life roles.
- Describe how one's behavior influences the feelings and actions of others.
- Identify environmental influences on attitudes, behaviors, and aptitudes.

**COMPETENCY V: Awareness of the relationship between work and learning.**

- Identify different types of work, both paid and unpaid.
- Describe the importance of preparing for occupations.
- Demonstrate effective study and information-seeking habits.
- Demonstrate an understanding of the importance of practice, effort, and learning.
- Describe how current learning relates to work.
- Describe how one's role as a student is like that of an adult worker.

**COMPETENCY IX: Skills to make decisions.**

- Describe personal beliefs and attitudes.
- Describe how career development is a continuous process with series of choices.
- Identify possible outcomes of decisions.
- Describe school courses related to personal, educational, and occupational interests.
- Describe how the expectations of others affect career planning.
- Identify ways in which decisions about education and work relate to other major life decisions.
- Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.
- Identify the requirements for secondary and postsecondary programs.

**Understand and use communication skills.**

**COMPETENCY II: Skills to interact with others.**

- Identify how people are unique.

- Demonstrate effective skills for interacting with others.
- Demonstrate skills in resolving conflicts with peers and adults.
- Demonstrate group membership skills.
- Identify sources and effects of peer pressure.
- Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
- Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

**Learn human conflict management with adults and peers.**

**COMPETENCY II: Skills to interact with others.**

- Demonstrate respect for the feelings and beliefs of others.
- Demonstrate an appreciation for the similarities and differences among people.
- Demonstrate tolerance and flexibility in interpersonal and group situations.
- Demonstrate skills in responding to criticism.
- Demonstrate effective group membership skills.
- Demonstrate effective social skills.
- Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

**COMPETENCY III: Awareness of the importance of growth and change.**

- Identify personal feelings.
- Identify ways to express feelings.
- Describe causes of stress.
- Identify and select appropriate behaviors to deal with specific emotional situations.
- Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
- Demonstrate knowledge of good health habits.

**Learn that sex role stereotyping, bias, and discrimination limit choices, opportunities, and achievements.**

**COMPETENCY XI: Knowledge of different occupations and changing male/female roles.**

- Describe advantages and problems of entering non-traditional occupations.
- Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.
- Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

|                                   |
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| <b>Understand the work ethic.</b> |
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**COMPETENCY V: Understanding the relationship between work and learning.**

- Demonstrate effective learning habits and skills.
- Demonstrate an understanding of the importance of personal skills and attitudes to job success.
- Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations.

**COMPETENCY VII: Knowledge of skills necessary to seek and obtain jobs.**

- Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.
- Describe terms and concepts used in describing employment opportunities and conditions.
- Demonstrate skills to complete a job application.
- Demonstrate skills and attitudes essential for a job interview.

**COMPETENCY VIII: Understanding how work relates to the needs and functions of the economy and society.**

- Describe the importance of work to society.
- Describe the relationship between work and economic and societal needs.
- Describe the economic contributions workers make to society.
- Describe the effects that societal, economic, and technological changes have on occupations.

## **HIGH SCHOOL LEARNING COMPETENCIES**

### **High School Student**

Competencies shown in the box are state competencies that are outlined in the *Oklahoma Guidance Model: Building Skills for Tomorrow*. Listed under the state competencies are the National Career Development Guidelines competencies and indicators that relate to and support the state competencies.

**Understand one's learning abilities and how best to apply them.**

#### **COMPETENCY IV: Understanding the relationship between educational achievement and career planning.**

- Demonstrate how to apply academic and vocational skills to achieve personal goals.
- Describe the relationship of academic and vocational skills to personal interests.
- Describe how skills developed in academic and vocational programs relate to career goals.
- Describe how education relates to the selection of college majors, further training, and or entry into the job market.
- Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
- Describe how learning skills are required in the workplace.

**Become informed about self through assessment techniques.**

#### **COMPETENCY I: Understanding the influence of a positive self-concept.**

- Identify and appreciate personal interests, abilities, and skills.
- Demonstrate the ability to use peer feedback.
- Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
- Demonstrate an understanding of environmental influences on one's behaviors.
- Demonstrate an understanding of the relationship between personal behavior and self-concept.

**Learn to set realistic goals and develop strategies to reach them.**

#### **COMPETENCY IX: Skills to make decisions.**

- Demonstrate responsibility for making tentative educational and occupational choices.
- Identify alternatives in given decision-making situations.

- Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements.
- Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
- Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.
- Identify steps to apply for and secure financial assistance for postsecondary education and training.

#### **COMPETENCY XII: Skills in career planning.**

- Describe career plans that reflect the importance of lifelong learning.
- Demonstrate knowledge of postsecondary vocational and academic programs.
- Demonstrate knowledge that changes may require retraining and upgrading of employee's skills.
- Describe school and community resources to explore educational and occupational choices.
- Describe the costs and benefits of self-employment.
- Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.
- Demonstrate skills necessary to compare education and job opportunities.
- Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

**Understand the school curriculum and the impact course selection will have on future plans.**

#### **COMPETENCY IV: Understanding the relationship between educational achievement and career planning.**

- Demonstrate how to apply academic and vocational skills to achieve personal goals.
- Describe the relationship of academic and vocational skills to personal interests.

- Describe how skills developed in academic and vocational programs relate to career goals.
- Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
- Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
- Describe how learning skills are required in the workplace.

**Understand the school environment and what is expected.**

**COMPETENCY IV: Understanding the relationship between educational achievement and career planning.**

- Demonstrate how to apply academic and vocational skills to achieve personal goals.
- Describe the relationship of academic and vocational skills to personal interests.
- Describe how skills developed in academic and vocational programs relate to career goals.
- Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
- Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
- Describe how learning skills are required in the workplace.

**COMPETENCY V: Understanding the need for positive attitudes toward work and learning.**

- Identify the positive contributions workers make to society.
- Demonstrate knowledge of the social significance of various occupations.
- Demonstrate a positive attitude toward work.
- Demonstrate learning habits and skills that can be used in various educational situations.
- Demonstrate positive work attitudes and behaviors.

**Expand study and test-taking skills.**

**COMPETENCY V: Understanding the need for positive attitudes toward work and learning.**

- Identify the positive contributions workers make to society.
- Demonstrate knowledge of the social significance of various occupations.
- Demonstrate a positive attitude toward work.
- Demonstrate learning habits and skills that can be used in various educational situations.
- Demonstrate positive work attitudes and behaviors.

**Apply problem-solving and critical thinking skills.**

**COMPETENCY IX: Skills to make decisions.**

- Demonstrate responsibility for making tentative educational and occupational choices.
- Identify alternatives in given decision-making situations.
- Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements.
- Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
- Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.
- Identify steps to apply for and secure financial assistance for postsecondary education and training.

## **HIGH SCHOOL PERSONAL/SOCIAL COMPETENCIES**

### **High School Student**

Competencies shown in the box are state competencies that are outlined in the *Oklahoma Guidance Model: Building Skills for Tomorrow*. Listed under the state competencies are the National Career Development Guidelines competencies and indicators that relate to and support the state competencies.

#### **Understand physical, emotional, and intellectual growth and development.**

##### **COMPETENCY III: Understanding the impact of growth and development.**

- Describe how developmental changes affect physical and mental health.
- Describe the effect of emotional and physical health on career decisions.
- Describe healthy ways of dealing with stress.
- Demonstrate behaviors that maintain physical and mental health.

#### **Learn to cope with change and plan for the future.**

##### **COMPETENCY VI: Skills to locate, evaluate, and interpret career information.**

- Describe the educational requirements of various occupations.
- Demonstrate the use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).
- Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., *Dictionary of Occupational Titles*).
- Describe the concept of career ladders.
- Describe the advantages and disadvantages of self-employment as a career option.
- Identify individuals in selected occupations as possible information resources, role models, or mentors.
- Describe the influence of change in supply and demand for workers in different occupations.
- Identify how employment trends relate to education and training.
- Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

##### **COMPETENCY VII: Skills to prepare to seek, obtain, maintain, and change jobs.**

- Demonstrate skills to locate, interpret, and use information about job openings and opportunities.

- Demonstrate academic or vocational skills required for a full- or part-time job.
- Demonstrate skills and behaviors necessary for a successful job interview.
- Demonstrate skills in preparing a resume and completing job applications.
- Identify specific job openings.
- Demonstrate employability skills necessary to obtain and maintain jobs.
- Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).
- Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education training.
- Demonstrate an understanding that job opportunities often require relocation.
- Demonstrate skills necessary to function as a consumer and manage financial resources.

##### **COMPETENCY XII: Skills in career planning.**

- Describe career plans that reflect the importance of lifelong learning.
- Demonstrate knowledge of postsecondary vocational and academic programs.
- Demonstrate knowledge that changes may require training and upgrading of employees' skills.
- Describe school and community resources to explore educational and occupational choices.
- Describe the costs and benefits of self-employment.
- Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.
- Demonstrate skills necessary to compare education and job opportunities.
- Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

**Learn human conflict resolution skills with adults and peers.**

**COMPETENCY II: Skills to interact positively with others.**

- Demonstrate effective interpersonal skills.
- Demonstrate interpersonal skills required for working with and for others.
- Describe appropriate employer and employee interactions in various situations.
- Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

**Understand and appreciate one's own capabilities and those of others.**

**COMPETENCY I: Understanding the influence of a positive self-concept.**

- Identify and appreciate personal interests, abilities, and skills.
- Demonstrate the ability to use peer feedback.
- Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
- Demonstrate an understanding of environmental influences on one's behaviors.
- Demonstrate an understanding of the relationship between personal behavior and self-concept.

**Understand personal relationships and how to establish an independent identity.**

**COMPETENCY I: Understanding the influence of a positive self-concept.**

- Identify and appreciate personal interests, abilities, and skills.
- Demonstrate the ability to use peer feedback.
- Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
- Demonstrate an understanding of environmental influences on one's behaviors.
- Demonstrate an understanding of the relationship between personal behavior and self-concept.

**COMPETENCY II: Skills to interact positively with others.**

- Demonstrate effective interpersonal skills.
- Demonstrate interpersonal skills required for working with and for others.
- Describe appropriate employer and employee interactions in various situations.
- Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

**Take responsibility for personal decisions.**

**COMPETENCY IX: Skills to make decisions.**

- Demonstrate responsibility for making tentative educational and occupational choices.
- Identify alternatives in given decision-making situations.
- Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements.
- Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
- Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.
- Identify steps to apply for and secure financial assistance for postsecondary education and training.

**Be aware of contemporary social problems.**

**COMPETENCY VIII: Understanding how societal needs and functions influence the nature and structure of work.**

- Describe the effect of work on lifestyles.
- Describe how society's needs and functions affect the supply of goods and services.
- Describe how occupational and industrial trends relate to training and employment.
- Demonstrate an understanding of the global economy and how it affects each individual.

## **HIGH SCHOOL CAREER/VOCATIONAL COMPETENCIES**

### **High School Student**

Competencies shown in the box are state competencies that are outlined in the *Oklahoma Guidance Model: Building Skills for Tomorrow*. Listed under the state competencies are the National Career Development Guidelines competencies and indicators that relate to and support the state competencies.

#### **Understand the world of work and its expectations for employment.**

##### **COMPETENCY VIII: Understanding how societal needs and functions influence the nature and structure of work.**

- Describe the effect of work on lifestyles.
- Describe how society's needs and functions affect the supply of goods and services.
- Describe how occupational and industrial trends relate to training and employment.
- Demonstrate an understanding of the global economy and how it affects each individual.

##### **COMPETENCY XII: Skills in career planning.**

- Describe career plans that reflect the importance of lifelong learning.
- Demonstrate knowledge of postsecondary vocational and academic programs.
- Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.
- Describe school and community resources to explore educational and occupational choices.
- Describe the costs and benefits of self-employment.
- Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.
- Demonstrate skills necessary to compare education and job opportunities.
- Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

#### **Become informed about educational/work alternatives.**

##### **COMPETENCY IV: Understanding the relationship between educational achievement and career planning.**

- Demonstrate how to apply academic and vocational skills to achieve personal goals.
- Describe the relationship of academic and vocational skills to personal interests.

- Describe how skills developed in academic and vocational programs relate to career goals.
- Describe how education relates to the selection of college majors, further training, and or entry into the job market.
- Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
- Describe how learning skills are required in the workplace.

##### **COMPETENCY VI: Skills to locate, evaluate, and interpret career information.**

- Describe the educational requirements of various occupations.
- Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).
- Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., *Dictionary of Occupational Titles*).
- Describe the concept of career ladders.
- Describe the advantages and disadvantages of self-employment as a career option.
- Identify individuals in selected occupations as possible information resources, role models, or mentors.
- Describe the influence of change in supply and demand for workers in different occupations.
- Identify how employment trends relate to education and training.
- Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

##### **COMPETENCY XI: Understanding the continuous changes in male/female roles.**

- Identify factors that have influenced the changing career patterns of women and men.
- Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
- Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.

- Identify courses appropriate to tentative occupational choices.
- Describe the advantages and problems of non-traditional occupations.

**Understand continuous changes of male/female roles and how this relates to career choice.**

**COMPETENCY XII: Skills in career planning.**

- Describe career plans that reflect the importance of lifelong learning.
- Demonstrate knowledge of postsecondary vocational and academic programs.
- Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.
- Describe school and community resources to explore educational and occupational choices.
- Describe the costs and benefits of self-employment.
- Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.
- Demonstrate skills necessary to compare education and job opportunities.
- Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

**Develop the interpersonal skills necessary for harmony in the workplace.**

**COMPETENCY II: Skills to interact positively with others.**

- Demonstrate effective interpersonal skills.
- Demonstrate interpersonal skills required for working with and for others.
- Describe appropriate employer and employee interactions in various situations.
- Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

**COMPETENCY III: Understanding the impact of growth and development.**

- Describe how developmental changes affect physical and mental health.
- Describe the effect of emotional and physical health on career decisions.
- Describe healthy ways of dealing with stress.
- Demonstrate behaviors that maintain physical and mental health.

**Become informed about up-to-date employment opportunities and projections.**

**COMPETENCY VII: Skills to prepare to seek, obtain, maintain, and change jobs.**

- Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
- Demonstrate academic or vocational skills required for a full- or part-time job.
- Demonstrate skills and behaviors necessary for a successful job interview.
- Demonstrate skills in preparing a resume and completing job applications.
- Identify specific job openings.
- Demonstrate employability skills necessary to obtain and maintain jobs.
- Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).
- Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education training.
- Demonstrate an understanding that job opportunities often require relocation.
- Demonstrate skills necessary to function as a consumer and manage financial resources.

**COMPETENCY VIII: Understanding how societal needs and functions influence the nature and structure of work.**

- Describe the effect of work on lifestyles.
- Describe how society's needs and functions affect the supply of goods and services.
- Describe how occupational and industrial trends relate to training and employment.
- Demonstrate an understanding of the global economy and how it affects each individual.

**Form tentative career goals and strategies to reach them.**

**COMPETENCY IV: Understanding the relationship between educational achievement and career planning.**

- Demonstrate how to apply academic and vocational skills to achieve personal goals.
- Describe the relationship of academic and vocational skills to personal interests.
- Describe how skills developed in academic and vocational programs relate to career goals.
- Describe how education relates to the selection of college majors, further training, and/or entry into the job market.

- Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
- Describe how learning skills are required in the workplace.

#### **COMPETENCY XII: Skills in career planning.**

- Describe career plans that reflect the importance of lifelong learning.
- Demonstrate knowledge of postsecondary vocational and academic programs.
- Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.
- Describe school and community resources to explore educational and occupational choices.
- Describe the costs and benefits of self-employment.
- Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.
- Demonstrate skills necessary to compare education and job opportunities.
- Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

#### **Understand lifestyle preferences and relate them to occupational interests.**

#### **COMPETENCY I: Understanding the influence of a positive self-concept.**

- Identify and appreciate personal interests, abilities, and skills.
- Demonstrate the ability to use peer feedback.
- Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
- Demonstrate an understanding of environmental influences on one's behaviors.
- Demonstrate an understanding of the relationship between personal behavior and self-concept.

#### **COMPETENCY X: Understanding the interrelationship of life roles.**

- Demonstrate knowledge of life stages.
- Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits).
- Describe ways in which occupational choices may affect lifestyles.
- Describe the contribution of work to a balanced and productive life.
- Describe ways in which work, family, and leisure roles are interrelated.

- Describe different career patterns and their potential effect on family patterns and lifestyle.
- Describe the importance of leisure activities.
- Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

#### **Understand and develop decision-making skills.**

#### **COMPETENCY IX: Skills to make decisions.**

- Demonstrate responsibility for making tentative educational and occupational choices.
- Identify alternatives in given decision-making situations.
- Describe personal strengths and weaknesses in relationship to postsecondary education training requirements.
- Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
- Identify and complete required steps toward transition from high school to entry into postsecondary education training programs or work.
- Identify steps to apply for and secure financial assistance for postsecondary education and training.

#### **Understand how to utilize labor market information and job search strategies.**

#### **COMPETENCY VI: Skills to locate, evaluate, and interpret career information.**

- Describe the educational requirements of various occupations.
- Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).
- Demonstrate knowledge of various classifications systems that categorize occupations and industries (e.g., *Dictionary of Occupational Titles*).
- Describe the concept of career ladders.
- Describe the advantages and disadvantages of self-employment as a career option.
- Identify individuals in selected occupations as possible information resources, role models, or mentors.
- Describe the influence of change in supply and demand for workers in different occupations.
- Identify how employment trends relate to education and training.
- Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

**COMPETENCY VII: Skills to prepare to seek, obtain, maintain, and change jobs.**

- Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
- Demonstrate academic or vocational skills required for a full- or part-time job.
- Demonstrate skills and behaviors necessary for a successful job interview.
- Demonstrate skills in preparing a resume and completing job applications.
- Identify specific job openings.
- Demonstrate employability skills necessary to obtain and maintain jobs.
- Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).
- Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education training.
- Demonstrate an understanding that job opportunities often require relocation.
- Demonstrate skills necessary to function as a consumer and manage financial resources.